

Reviewing Revised State Plans

Meeting the Highly Qualified Teacher (HQT) Goal

State: MONTANA

Date: July 27, 2006

Peer Review Panel's Consensus Determination:

_____ The plan is acceptable.

___X___ The plan has the deficiencies described below.

Comments to support determination:

- Within each requirement, the review team labeled each of subrequirements a, b, c, d, etc. to facilitate easy analysis and provide feedback.
- Requirements 1, 3 have been met; requirements 2, 4, 5 have been partially met; requirement 6 has not been met
- In addressing the requirement of a state written equity plan, the issue of experience is not included as required by NCLB. It is therefore determined that the state equity plan submitted by Montana is deficient.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
Y	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
Y	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
Y	Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
NA	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
Y	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

- ☒ Requirement 1 has been met
☐ Requirement 1 has been partially met
☐ Requirement 1 has not been met
☐ Additional information needed to make determination
 _____ Date Requested _____ Submission Deadline

Supporting Narrative:

- a. Data and analysis are provided at the state, district, and school level for 2004-05 (p2, 3 and Appendix A).
- b. This data is provided by state aggregate (p3) and by district/school in Appendix A.
- c. Priority in monitoring, professional development and technical assistance will be given to teachers in world languages, science, and special education (p. 4)
- d. We rated this NA as there are not significant numbers of districts and schools with significant numbers of teachers not meeting HQT standards.
- e. Courses are identified as world languages and science, table is on p3.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Y/N/U	Evidence
N	Does the plan identify LEAs that have not met annual measurable objectives for HQT?
N	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?
Y	Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 2 has been met
☒ Requirement 2 has been partially met
☐ Requirement 2 has not been met
☐ Additional information needed to make determination
 _____ Date Requested _____ Submission Deadline

Supporting Narrative:

- a. While data is provided on the percent of HQT in each district, no narrative description is provided that identifies LEAs that have not met annual measurable objectives for HQT. Evidence is not provided that suggests that districts have been required to develop annual measurable objectives for improving the percentage of teachers who are HQT. The plan suggests this will be done this coming year. See page 5, second bullet. “The OPI will require these identified districts to develop an improvement plan that will enable the districts to meet the annual measurable objective for HQT...”
- b. Since the LEAs that have not met annual measurable objectives have not been required at this point in time to provide an HQT plan, specific steps that will be taken by LEAs to assist non-HQT teachers could not be included in this plan.
- c. Specific steps are cited on pages 5-7.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Y/N/U	Evidence
Y	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
Y	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
Y	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
Y	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
Y	Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?
Y	Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

- ☒ Requirement 3 has been met
☐ Requirement 3 has been partially met
☐ Requirement 3 has not been met
☐ Additional information needed to make determination
 _____ Date Requested _____ Submission Deadline

Supporting Narrative:

- a. Description of Technical assistance is provided. Evidence can be found on pages 8-10.
- b. OPI gives high priority to schools not making AYP in both staffing and professional development assistance (p 8, bullet 1)
- c. The plan describes programs and services on pages 7-10 (such as mentorship program, high quality professional development, list of technical assistance strategies, and recruiting assistance).

- d. The plan does address the needs of particular subgroups – world languages and science – as identified in Requirement 1. See page 8 bullet 2 and page 9 bullet 1 for these activities.
- e. The plan for use of available funds is described on page 8, second bullet.
- f. Priority is given to schools and districts not making AYP or HQT goals (p. 8).

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Y/N/U	Evidence
Y	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
Y	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
N	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: <ul style="list-style-type: none"> • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
Y	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 4 has been met
☒ Requirement 4 has been partially met
☐ Requirement 4 has not been met
☐ Additional information needed to make determination
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Supporting Narrative:

- Several strategies for monitoring compliance and holding LEAs accountable for HQT plans are described on page 5 and 11.
- Evidence is provided on page 11, number 2.
- The OPI collects and analyzes data through its annual data collection and this includes the percentage of HQT at each LEA and school, but it does not appear to include the percentage of teachers receiving HQ professional development in order to become HQT. (p1)
- The plan includes technical assistance that would be provided if LEAs fail to meet AYP and HQT on page 11, item 1.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are highly qualified in language arts, mathematics, or science at the time of hire.

Y/N/U	Evidence
Y	Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?
N	Does the plan describe how the State will limit the use of HOUSSE after the end of the 2005-06 school year to the following situations: <ul style="list-style-type: none"> ○ Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or ○ Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

Y=Yes; N=No; U=Undecided

Finding:

☐ Requirement 5 has been met
☒ Requirement 5 has been partially met
☐ Requirement 5 has not been met
☐ Additional information needed to make determination
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Supporting Narrative:

- a. OPI expects current veteran teachers to receive PD that will enable them to meet the HQT definition within the coming school year (p13)
- b. OPI proposes continued use of HOUSSE for certain teachers other than those described above: “cases where a teacher who is highly qualified in one subject must be assigned to teach another subject, or cases where, despite its best efforts to hire only new HQT, a district must hire a non-HQT to teach a class and that teacher becomes competent in that subject over time.” These are not an acceptable extended use of HOUSSE.

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Y/N/U	Evidence
N	Does the revised plan include a written equity plan?
N	Does the plan identify where inequities in teacher assignment exist?
N	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
N	Does the plan provide evidence for the probable success of the strategies it includes?
N	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 6 has been met
☐ Requirement 6 has been partially met
☒ Requirement 6 has not been met
☐ Additional information needed to make determination
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Supporting Narrative:

- a. Pages 14-17 represent the state’s response to the requirement for a written equity plan. However, because this section does not address the issue of experience, which is a requirement for an equity plan, it cannot be considered a complete equity plan.
- b. Because it does not address inequities based on experience (only HQT status and out of field), this plan cannot be said to identify the inequities in teacher assignment that this requirement stipulates.
- c. Because it does not address inequities based on experience, the strategies listed are not applicable.
- d. There is no evidence of probable success of the strategies listed.
- e. There is no evidence that the SEA will examine the issue of equitable teacher assignment (based on experience) when it monitors LEAs or how this will be done.